

APRIL—2005
FOCUS

A Newsletter for Family & Consumer Sciences Teachers

CAREER EDUCATION - A NEW DIRECTION

During the past several years, dialogue about the future of Career Education (formerly known as Career and Technical Education and before that as Vocational Education) has been occurring among our staff and culminated in a Strategy Retreat involving a wide variety of participants.

The goal of Career Education is to provide an effective and efficient framework that affords all students the opportunity to:

- LEARN through career exploration and occupational skill development that meets academic standards.
- EARN as productive citizens in a global society.
- LIVE as contributing members of their communities.

The career clusters initiative has been a national focus for several years and is based on a project organized by the U.S. Department of Education. Versions of this approach are being adopted by many states. For more information, visit www.careerclusters.org.

Nebraska's model delineates foundation knowledge and skills at the core. These include: employability, ethics, systems, teamwork, career development, problem solving, critical thinking, information technology application, legal responsibilities, communication, safety, health and environment. Surrounding this core are six career fields:

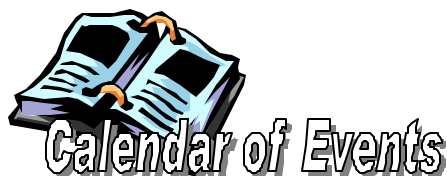
- Agriculture, Food & Natural Resources
- Business, Marketing & Management
- Communications & Information Systems
- Health Sciences
- Human Resources & Services
- Industrial, Manufacturing & Engineering Systems

All but two career fields are further sub-divided into career clusters (based on the 16 found in the national model). Career Fields are further broken down into Career Pathways.

Beginning July 1, I will become the NCE Specialist for the Human Resources & Services Career Field. While this career field includes much of what we have traditionally dealt with in Family & Consumer Sciences, it is much broader in scope. In addition to Human Services (consumer services; counseling & mental health services; early childhood development services; family & community services; and personal care services), this career field also includes Law, Public Safety and Security; Government and Public Administration; and Education and Training. I also will continue to advocate for instruction related to the work of the family and examining the interactions between family and work. The work of the family is, indeed, the ULTIMATE HUMAN SERVICE.

Inside this Edition. . .

Calendar of Events.....	2
NDE Family & Consumer Sciences Staff	2
Career Education Conference—FCS.....	3
ProStart and STAR Award Winners	4
What Kids & Parents Want.....	5
Strengths & Priorities of Minority Parents	5
Impact of Early Education.....	5
US Entrepreneurship	6
Kids Embrace a Plugged-in Lifestyle	6
FCCLA National Resources Update.....	7
Food Safety Workshop	7
FCCLA State Leadership Teams	7
Parenting Commitment Quiz	8-10
Stories Behind the Songs.....	10
Service-Learning Opportunity.....	11
Family Life Classes Urged for Schools	12
Nebraska 4-H Resources	12



(Date, event, location, contact person for additional information and telephone number or web address. See box on right for FCS staff.)

APRIL

- 11-12 FCCLA State Leadership Conference—"GO for the Gold"
- 15-17 NAFCS Annual Meeting; Lincoln

JUNE

- 6-9 Nebraska Career Education Conference; Kearney
- 13-16 FCCLA State Officer Leadership Academy; TBA
- 23-25 AAFCS; Minneapolis

JULY

- 3-7 FCCLA National Leadership Meeting—San Diego CA
- 27 FCCLA Board, DAC and STAR meeting; Kearney NE

AUGUST

- 1-3 ProStart Teacher Forum, UNL East Campus

SEPTEMBER

- 11-13 Fall Leadership Conference, Aurora Leadership Center
- 16 Career Education Teacher Education Forum; Lincoln
- 24 Real Teacher Workshop; TBA

NOVEMBER - 2005

- 11-13 FCCLA Cluster Meeting, Houston TX and Hartford CT
- 18-20 FCCLA Cluster Meeting, Louisville KY and Albuquerque NM

PLAN AHEAD—FUTURE MEETINGS

AAFCS Annual Meetings

June 22-25, 2006—Charlotte NC
 June 21-24, 2007—Reno NV
 June 19-22, 2008—Milwaukee WI
 June 25-28, 2009—Knoxville TN

FCCLA National Leadership Meetings

July 9-13, 2006—Nashville TN
 July 8-13, 2007—Anaheim CA

Family & Consumer Sciences Staff

Shirley Baum, Director

Phone 402-471-4813
 E-mail sbaum@nde.state.ne.us

Mary Ann Mitchell, Professional Assistant

Phone 402-471-4815
 E-mail mmitchel@nde.state.ne.us

FAX: 402-471-0117

WEBPAGE:

<http://www.nde.state.ne.us/FCS/FCS.html>

This brochure is funded by the Carl D. Perkins Vocational and Applied Technology Education Act, Grant #VO49A1002700, with the State of Nebraska. Products mentioned in this newsletter are not necessarily endorsed or recommended by the Nebraska Department of Education; they are mentioned for your information and review.

CAREER EDUCATION CONFERENCE—FCS DISCIPLINE

(Formerly INVEST Conference)

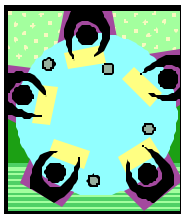
Most FCS sessions in Holiday Inn—Ballroom I

The Family & Consumer Sciences program was included in the February FOCUS. The entire Career Education Conference program and registration form is available on: **www.nceconference.com**

Registration Deadlines and Costs:

Early Registration:	\$85	After May 1:	\$95
---------------------	------	--------------	------

The FCS Banquet is a celebration of awards and recognitions, some for FCSTN, some from FCCLA. There is also a jointly-sponsored program, The Developer Award. Any FCS professional can self-nominate for the Developer Award. The criteria to meet and the actual application form is in the February FOCUS. The deadline for submitting an application is May 15.



ROUNDTABLE SHOWCASE OPTIONS

Critical Thinking Lesson Plans To Go—Brenda Schmidt, Lincoln Northeast High School
 Teaching with the Brain in Mind—Becky Mullin, Lincoln High School
 How to Give a Quiz that Grades Itself—Nancy Stritt, Deb Crockett, Kearney Senior High School
 Every Minute Counts—Cheryl Gustafson, West Point High School
 All On-Line: A Youth Development Masters Degree—Julie Johnson, University of Nebraska-Lincoln
 Using Case Studies to Promote Thinking—Julie Johnson, University of Nebraska-Lincoln
 Going the Distance—Virginia Whidden, St. Edward High School
 Puppets in the Curriculum—Nancy Schlautman, Clay Center High School
 Try it Yourself: iMovies—Diane Araujo, Millard Beadle Middle School
 Career Cruising—Karen Kropp, Grand Island Senior High School
 Family Day—Susan Carlson, Lincoln Lutheran High School
 Domestic Violence/Sexual Assault Information for the Classroom—Kathy Fink, Haven House in Wayne
 Adoption in the Classroom—Bobbi Richard, Nebraska Children's Home
 Reaching Out to Students Who are Pregnant or Parenting—JoAnn Bartek, Lincoln High School
 Focus on Leadership Concepts—Carol Erwin, Stuart High School
 Map to a Successful Meeting—Sandy Olson, Grand Island
 Preparing Students for Parli Pro Competition—Sandy Olson, Grand Island
 Pie for Profit—Teresa Fortney, Lincoln Southwest High School
 Putting the 2005 Dietary Guidelines into Practice for You and Your Students—
 Janice Strang, Dairy Council of Nebraska
 Pro Start—Beth Haas, NRA-HEF
 Beef Up Your Classroom—Kaiti Roeder, Nebraska Beef Council
 "Eggsciting" Resources for Foods Teachers—Mary Torell,
 Poultry and Egg Division-Nebraska Dept. of Agriculture
 Build a Bubble—Norma Nealeigh, Margaret Crouse, Chadron State College
 New and Returning Teachers Orientation—Shirley Baum, NDE
 Getting Started with STAR—Shirley Baum, NDE



CONGRATULATIONS. . . to the teachers who worked with and had the pleasure of seeing these students rewarded for excellence in recent statewide competitions!

PRO-START

Individual Awards (First Place Winners)

Knife Skills: Jon Welch, Burke High
 Plate Presentation - Tapas: Patrick Wehner, Papillion LaVista
 Plate Presentation - Salads: Dan DeVitt, Papillion LaVista
 Plate Presentation - Scratch Desserts: Amber Sandau, Milford
 Plate Presentation - Purchased Dessert: Jill Roth, Milford
 Interviewing and Portfolio: Jon Welch, Burke High

Team Awards: Quiz Bowl/ Case Study: Scottsbluff

Entrepreneurship: Omaha Career Center In Fava of Flav
 Best of Beef: Burke High-Johnny's Angels
 Best of Pork: Omaha North Becker

Culinary Arts: 1st- Milford Team #2

2nd- Burke High Johnny's Angels
 3rd- Omaha Central

Overall State Champions - Career Center

Teacher of the Year—Nancy Sakurada, Scottsbluff

STAR STATE CHAMPIONS

Consumer	Jr—Chambers: Brooklyn Barelmann, Katelyn Gottsch, Halie Gribble
Issues	Sr—Spencer-Naper: Jeff Mimick, Darrin Riha, Heather Snyder
Family Chall.	Jr—Ord: Sierra Koelling
& Issues	Sr—Cross County: Sydnee Dunham, Jessica Brooke
Health &	Jr—Chambers: Emily Timm, Natasha Bromwich, Tyler Proctor
Wellness	Sr—Bloomfield: Marci Risor
Applied	Jr—Fillmore Central: Aislee Adkisson, Natasha Dohman
Technology	Sr—Logan View: Andrew Ryba, Derek Jensen
Career	Jr—Boone Central: Megan Faust
Investigation	Sr—Franklin: Emily Ingram
Chapter	Jr—Cozad: Wendy Zook, Caroline Gauldreault
Service	Sr—Logan View: Katie Francis, J. J. Hartung, Kristin Bloch
Chapter	Jr—West Point: Oliva Garber
Showcase	Sr—Logan View: Amy Panning, Mallory Kassmeier
Culinary Arts	Sr—Milford: Chrissie Baughman, Melanie Jeppersen, Mandy Stahly
Entrepreneurship	Jr—Sidney: Michala Beyer
	Sr—Chambers: Valarie Hoffman, Megan Gottsch, Chanda Davis
Occupational	Rachael Tvrdy, Amanda Williams, Mandy Troyer
Focus on	Jr—Chambers: Lauren Hubel, Katelyn Stevens
Children	Sr—York: Kay Ritzdorf, Whitney Wolstenholm, Kendra Larson
Illustrated	Jr—Chambers: Jacy Schwager, Debra Cameron
Talk	Sr—Fillmore Central: Julie Coddington, Brandon Biba
Interpersonal	Jr—Leigh-Clarkson: Tara Settje, Courtney Wendt
Communications	Sr—Arapahoe: Tori Haussler
National Programs	Jr—Neligh-Oakdale: Katie Wright, Kelsey Kallhoff
In Action	Sr—West Holt: Cory Raymer, Aaron Krysl, Melissa Braun
Parliamentary	Jr—Pierce: Maggie Echternacht
Procedure	Sr Team—Wallace: Jennifer Lempke, Quenton Smith, Brittini Sullivan, Phillip Lempke, Katie Friesen, Ben Vapenik, Tiffany Harris, Matt Artz

ALL WORK AND NO PLAY? WHAT KIDS & PARENTS WANT FROM OUT-OF-SCHOOL TIME

When the school bell rings, do America's middle and high school students turn into slackers and couch potatoes? Not according to a new national survey which found that 79% of America's middle and high school students regularly participate in activities both after school and on weekends and 57% have some kind of non-school activity nearly every day. The vast majority of the students surveyed by the nonpartisan opinion research organization Public Agenda indicate that activities ranging from sports to art and music to church programs "play a crucial and positive role in their lives." But Public Agenda found stark differences in the experiences of low-income and minority parents, who are much more likely than higher-income and white parents to say they have trouble finding high-quality, convenient and affordable activities for their children.

http://www.publicagenda.org/press/press_release_detail.cfm?list=59

NEW STUDY HIGHLIGHTS STRENGTHS AND PRIORITIES OF MINORITY PARENTS

Simply being able to spend more time with their children would significantly help African-American and Hispanic parents with their parenting, according to "Building Strong Families 2004," a national study conducted by YMCA of the USA and Search Institute. Though African American and Latino parents feel they are doing a good job raising their children, challenges such as job loss, negative societal values, and difficulty making connections with others in their community make it more problematic. However, the main thing these parents said they wanted was to spend more time with their child.

<http://www.abundantassets.org/building.cfm>

IMPACT OF EARLY EDUCATION: A LONG-TERM STUDY

A landmark long-term study tracing the lives of three- and four-year-olds receiving high quality early care and education in the 1960s and comparing the results with a similar group of young children from the same area not receiving early education has been released by High/Scope Educational Research Foundation. The new study shows that children receiving high quality early education: Educational achievement: Higher scores, less need of treatment for mental impairment, higher rate of graduation from high school, lower rate of dropout; Crime: Less likely to be involved in crime throughout their adult lives; Income: Thousands more in annual earnings than peers who didn't get early education.

<http://www.highscope.org/Research/PerryProject/perrymain.htm>

Words of Wisdom . . .

Treat people as if they are what they ought to be, and you help them become what they are capable of becoming!
-Haim Ginott

Choose a job you love, and you will never have to work a day in your life.
-Confucius

You can't be the director of your life until you have decided on a direction for your life.
-Gerhard Gschwandtner

The future belongs to those who believe in the beauty of their dreams.
-Eleanor Roosevelt



NEW DATA ON UNITED STATES ENTREPRENEURSHIP

A new survey from credit card firm Capital One and Consumer Action reveals that the American entrepreneurial spirit is alive and well. The survey found that 40% of Americans dream of owning their own business. The primary reasons for desiring this career option were "to do what they want to do" and "to be (my) own boss." Within this group of aspiring entrepreneurs, nearly 55% felt that they "don't know where to begin." Capital One and Consumer Action are also using these surveys as a means to publicize their own financial education programs and reports that can be accessed at www.money-wise.org.

Another survey from Wells Fargo and Gallup indicates that there's a reason why people want to be entrepreneurs. Most people who have started their own businesses like it! The Wells Fargo/Gallup poll surveyed current small business owners and found that 86% say they would do it again. Overall, 48% felt that they were very successful, while another 46% said that they were "somewhat successful." Only 5% felt they had not succeeded. Finally, 76% of the entrepreneurs noted that they believed they were better off financially than if they had opted to work for another company.

To access a press release regarding the Capital One/Consumer Action survey on entrepreneurial aspirations, visit <http://phx.corporate-ir.net/phoenix.zhtml?c=70667&p=irol-newsArticle2&ID=636611&highlight=>

To access a Wall Street Journal report regarding the Wells Fargo/Gallup poll on satisfaction rates among small business owners, visit <http://www.startupjournal.com/columnists/smalltalk/20041103-smalltalk.html>



KIDS EMBRACE A PLUGGED-IN LIFESTYLE

Children and teenagers are multitasking their way through more electronic media daily, juggling iPods and instant messaging with TV and cell phones, and spending more time plugged in than they do in the classroom, reports Ellen Edwards. America's children are such savvy multitaskers that they pack 8 1/2 hours of media exposure into 6 1/2 hours of each day, seven days a week, reports the Henry J. Kaiser Family Foundation study.

Calling media exposure a contagion," Sen. Hillary Rodham Clinton (D-N.Y.) commented that parental oversight of media use is like child-proofing a home to protect toddlers. "We are conducting an experiment on this generation of children," said Clinton, a longtime advocate for young people, "and we have no idea what the effects will be."

Kaiser Vice President Vicky J. Rideout says that despite increased computer access in the home, there is still a "digital divide" based on ethnicity and economic status. Eighty percent of white children have Internet access at home, compared to nearly 67 percent of Hispanic children and 61 percent of African American children. Regardless of race, in many of those homes, kids' bedrooms have become media palaces. Sixty-eight percent of all kids have a television in their bedrooms, a statistic which has not significantly changed, but now 54 percent also have VCRs or DVD players, up from 36 percent in 1999, and 37 percent have cable or satellite TV access, up from 29 percent. And though many parents worry about the content of the media their children see and hear, most kids say their parents have no rules or, if they do, don't enforce them.

<http://www.washingtonpost.com/wp-dyn/articles/A22138-2005Mar9.html>

FCCLA NATIONAL RESOURCES UPDATE

Two national programs, Power of One and Dynamic Leadership are being updated and placed on a CD Rom. The Essential Guide to FCCLA in the Classroom is being updated but will not have printed information to accompany it, as did the first edition.

The second printing of the STAR Events Manual will be available. Note: If advisers have the current edition, they do not need to buy the new one, they just need the list of corrections to the first printing. The STOP the Violence materials are being updated; printed materials probably won't be available until after NLM.

Advisers attending NLM will also receive a new booklet, "60 Ways to Serve Your Community Using Financial Fitness, developed and printed through a partnership with the National Endowment for Financial Education.

FOOD SAFETY WORKSHOPS

The Department of Food Science and Technology at UNL and the Nebraska Agriculture in the Classroom Program will be again holding microbiology-based food safety workshops throughout Nebraska this summer. Each two-day workshop includes hands-on activities and accompanying curricula ready for you to use in your classrooms. Everything has been referenced with the Nebraska Science Standards.

Registration is going on now at safetyedu.unl.edu. Workshop dates and sites are listed under "Training Opportunities." One to three hours of graduate credit is available through UNL.

Additional questions may be addressed to Megan Patent-Nygren at 402.472.5783 or mpatentnygren2@unl.edu.



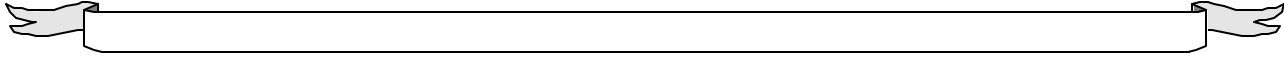
FCCLA STATE LEADERSHIP TEAMS 2005-2006

STATE OFFICER TEAM:

President: Sarah Kaup (Stuart), Vice President: Amy Uher (West Point-Beemer)
Secretary: Andrea Hillen (Leigh-Clarkson), Regional Vice Presidents: Brianna Hammer (Weeping Water), Lisa Wendt (Leigh-Clarkson), Kalie Whidden (St. Edward), Valarie Hoffman (Chambers), Laura Langemeier (West Point-Beemer), Cassie Keller (Kearney), Amy Applegarth (Alliance), National Officer Candidates: Jessica Murphy (Stuart), Ann Langemeier (West Point-Beemer).

STATE PEER OFFICER TEAMS:

Families First: Stephanie Larson, Leigh-Clarkson; Jamie Myers, Stuart; Michelle Repenning, Crofton; Abbey Schrunck, West Holt; Jackie Uher, West Point-Beemer
Financial Fitness: Tyler Fletcher, Spencer-Naper; Matt Gudahl, Sidney; Tori Haussler, Arapahoe; Emily Kingsley, West Point-Beemer; Lindsay McCutcheon, Leigh-Clarkson
Student Body: Sarah Garber, West Point-Beemer; Laura Hase-mann, Scribner-Snyder; Jessica Jorgensen, Medicine Valley; Annie Kaup, Stuart; Andrea Skrdla, West Holt



PARENTING COMMITMENT QUIZ

How committed are you to raising caring, confident, responsible children? Do your actions match your beliefs? Read each item and answer “Yes” or “No”.

- _____ 1. I am willing to get dirty along with my children. I have made mud pies, jumped in a puddle, rolled down a hill, engaged in a water balloon fight, let my daughter grease her own bike, allowed my young son to put mustard on his own hot dog or created chalk sidewalk art with my children recently.
- _____ 2. I regularly create a culture of accountability in my family by creating reasonable, related consequences and implement them with love and gentleness.
- _____ 3. I believe that holding my children accountable for their actions and choices is one of the most loving things I can do as a parent. I follow through on the consequences I set, consistently. I do not rescue, give them one more chance, or let it slide “this time.”
- _____ 4. I see “mistakes” my children make as opportunities for growth and learning. I do not judge their mistakes as good or bad until I see how they choose to use the mistake.
- _____ 5. I have played a board game, shot baskets, played catch or read a story other than at bedtime with my children in the past week.
- _____ 6. I have attended a game of soccer, hockey, baseball, volleyball, basketball or a dance or music lesson in the past two weeks.
- _____ 7. I attended the most recent parent/teacher conferences at my child’s school and/or I talked with the caregiver at child care for 30 minutes or more in the past month.
- _____ 8. I have attended a parenting class or read a parenting book in the last month.
- _____ 9. I believe that fixing problems is more important than finding blame. To that end, I invest my time in searching for solutions to problems rather than handing out punishments and determining fault.
- _____ 10. I regularly invite my children to help search for solutions. I help them discover solutions by guiding, directing and exploring possibilities with them. I allow them to test some of their own solutions to see if they work.
- _____ 11. I know that March 20 is International Parenting Commitment Day and I have created and planned a ritual to help celebrate that occasion.
- _____ 12. I attempt to create a shared control of family management by regularly accepting input from all family members. I spend as much time listening as I do talking.
- _____ 13. My spiritual faith is visible and I regularly engage in it in front of my children. We have frequent family discussions about our beliefs and values.

_____ 14. I have firm and reasonable limits for my children in terms of television, food, video games, bedtimes and extra-curricular activities. I enforce these limits consistently with gentleness.

_____ 15. I strive to make myself dispensable. I allow my children to assume increasing amounts of control over their own lives.

_____ 16. When I am feeling hurt or angry, I communicate with words and refrain from sulking, pouting and yelling. I tell my children what I am feeling and own responsibility for those feelings without telling them they made me feel that way. I communicate directly, honestly and openly.

_____ 17. I have invested time in helping my children understand a choice or decision they made in the past two weeks. I debriefed it with them, allowing them to come to their own conclusion as to how well they were doing. I regularly help them self-assess so they could develop their inner authority.

_____ 18. In the past week I have helped my child understand a feeling he was having. I give the feeling a name so my child could identify that feeling in the future.

_____ 19. I model closeness and affection by giving my child regular hugs, smiles and eye contact. I schedule alone time with each child each week.

_____ 20. My children hear me say what I am going to do and see me do what I say. My children know what I value and believe and consistently see me lining according to those beliefs and values. My actions are congruent with my words.

_____ 21. I am comfortable in assuming the role of learner on occasion and allowing my child to take the lead. I learned an important lesson from my child this past week.

_____ 22. I preserve the traditions of our family. I created and maintain a nostalgia corner in our home where we keep the photos, scrapbooks, school work, family stories and folklore of our family.

_____ 23. When I'm stuck and not sure what to do next, my children hear me ask for help. I model help-seeking strategies for them. I have asked one of my children for help in the past week.

_____ 24. I demonstrate my caring by regularly engaging in activities with my children that they enjoy. I play games with them using their rules in their way, on their time schedule.

_____ 25. I admit to mistakes and my children see me make amends quickly.

Scoring Key: Count the number of times you answered "yes" and compare it to the scale found on page 10.

PARENTING COMMITMENT QUIZ SCORING KEY

20-18 yes Super Committed

You are regularly demonstrating and modeling what your children need to see from you as a parent committed to raising responsible, caring, confident children. Give yourself a big pat on the back.

17-14 yes Committed

Your children will benefit from your level of commitment while you commit to raising it in the future.

13-10 yes Sometimes Committed

You have many worthwhile commitments to your children and still have commitment holes in your parenting style. You have work to do to move up on the commitment index.

9 and under Wish Washy

Although you demonstrate some admirable commitments, you have a lot of work to do. Begin today by adding to your repertoire of healthy commitments. Your children are worth it.

This article appeared in the March 18 Lincoln Journal Star and was created by Thomas Haller and Chick Moorman, co-authors of the book "The 10 Commitments: Parenting with Purpose."

Product Details: ISBN: 0961604670

Format: Hardcover, 157pp

Pub. Date: January 2005

Publisher: Personal Power Press



STORIES BEHIND THE SONGS

Did you know that Bob Marley's famous song, "Buffalo Soldier" is a tribute to the bravery and sacrifice of heroic Civil War era African American soldiers and also a criticism of the American government's policies and practices with respect to slavery, Manifest Destiny and the genocide of Native Americans? Did you know that Bruce Springsteen's "Born in the USA" is not a flag-waving patriotic anthem, but rather a reflection on the plight of countless Vietnam Veterans as they struggle to adjust to civilian life while coping with the psychological and physical after-effects of war?

Popular songs can be used in a classroom setting to illuminate a particular theme or topic leading students to new insights and understandings, writes John Chase, president of Musicians United for Songs In the Classroom (MUSIC). Songs create an emotional hook in the classroom environment and may be used as an instrument to introduce visual art, poetry, literature, historic documents, film, photographs, and other primary sources.

This interdisciplinary reference guide will interest and engage both teachers and students as it examines the origins and inspiration for contemporary song lyrics. Used effectively, this multimedia resource will facilitate meaningful classroom discussions, promote critical thinking, and stimulate further inquiry. The variety of primary and secondary sources referenced in this guide will enable teachers to differentiate instruction while preparing students for constructed response and document-based questions.

<http://www.wpe.com/~musici/Introduction.html>

Source: PEN Weekly NewsBlast, 3/10/2005.

NEW SERVICE-LEARNING OPPORTUNITY FOR FCS HIGH SCHOOL CLASSES

Are you looking for new ways your FCS students can get real-world, hands-on experience? **JA Worldwide (Junior Achievement)**, the world's largest organization dedicated to educating young people about business, economics, and free enterprise, is offering FCS teachers and students a new service-learning opportunity.

The Opportunity

JA has developed research-based curricula, which align with state and national standards. They are looking for interested FCS high school students who can be trained to deliver the JA curricula to K-2 elementary school students where it is needed. The learning objectives for the K-2 programs, *Ourselves, Our Families, and Our Community*, are listed below.

- *Ourselves* explains personal economics through a collection of short stories read aloud to kindergartners by the high school student. Concepts covered include the role of self, teamwork, money and coins, rewards, and the value of work and giving.
- *Our Families* emphasizes the roles people play in the local economy as well as how they work together to make the place they live a good place. Concepts addressed include families, needs and wants, and map symbols.
- *Our Community* explores the interdependent roles of workers in a community and how communities work. Concepts encompass the identification of various jobs and how people live and work together in a community, making decisions, voting, as well as unit and assembly line production.

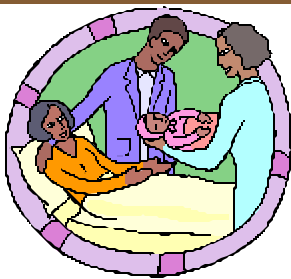
Service-learning projects are already part of many high school students' FCS curriculum, so this would just be one more option offered to students when choosing their project. Through the teaching experience, FCS high school students will develop and apply new skills, try on different roles, and plan - constantly reinforcing connections between academic learning and the "real world." They will also enhance their literacy skills and those of the elementary children to whom they present lessons and stories.

No Cost to Your School

JA programs are provided at no cost to schools. The way this occurs is through fundraising with local businesses and corporations that sponsor JA classes.

More Information and How to Get Started

Go to www.ja.org to find the nearest JA office near you. Contact them to help determine the feasibility of training high school students as volunteers in local elementary schools.



"FAMILY LIFE" CLASSES URGED FOR SCHOOLS

There are reading, 'riting and 'rithmetic, but proponents of a bill working its way through the Washington State Legislature say it's time to focus on a fourth "R" in education -- relationships. The House earlier this month passed a bill that would encourage public high schools to offer "family-preservation" classes on building loving relationships, resolving conflicts, being responsible parents and managing money. The goal, reports Jessica Blanchard, is to help students learn the value of strong, enduring relationships and reinforce the importance of families as the basic unit of society -- lessons many teens may not be learning at home. "It's a neglected area of our educational system," said Rep. Dave Quall, D-Mount Vernon, the bill's chief sponsor. Schools tend to focus on academics and assume parents will pass on basic skills and values to their children, but that's not always the case, he said. Proponents say a focus on preparing students for life after high school -- teaching them how to juggle work and home life more effectively and modeling good parenting skills -- can strengthen the social fabric and lower the divorce rate. "Family preservation -- what the heck is that?" asked Rep. Steve Kirby, D-Tacoma, one of four representatives to vote against the bill. Kirby worries that high schools that create the curriculum could wind up alienating some students by promoting the traditional family structure -- a mother, a father and their children -- over other types of families, such as those headed by a single parent or a gay couple. "And how are they going to handle the whole idea of divorce and avoid being judgmental? This is something that needs a little more thought," he said.

http://seattlepi.nwsourc.com/local/217905_family29.html

Source: "Public Education Network" <PEN@PublicEducation.org>, 04/01/2005

NEBRASKA 4-H RESOURCES

To provide all youth across Nebraska with timely and accurate information in a variety of educational areas, the Cooperative Extension Nebraska 4-H Program has recently written and designed three new curricula. Fast Foods, YOUth in Motion, and Quilt Quest were recently introduced into the project offerings for the Nebraska 4-H Program -- and now, the Nebraska 4-H Program is inviting you to use these materials in your classrooms as well! The Fast Foods! curriculum focuses on providing youth with information concerning how they can prepare nutritious meals quickly and with few ingredients. YOUth in Motion engages both youth and adults in setting physical fitness goals; it also includes information about nutritious snacks and a physical activity pyramid. And Quilt Quest encompasses a variety of topics, such as quilting tools and supplies, art elements, and quilt preservation!

The Nebraska 4-H Program would like to invite you to check out our website at <http://4h.unl.edu/programs/curriculum> to view our variety of curriculum offerings. We have resources for many subject areas including, Agriculture, Family and Consumer Science, Elementary education, and interdisciplinary offerings. Not only is the curriculum inexpensive, it provides wonderful supplemental materials and subject matter support.

In addition, the Nebraska 4-H Program has been working with Nebraska-based teachers to apply educational standards to all activities within these newest Nebraska-developed projects and to some of our current 4-H projects as well, including child development, sewing, interior design, and consumerism. These standards will undoubtedly assist educators across the state as they strive to meet educational goals within their content areas. Each of these new products will also be encompassing an interactive technology component within the near future; CD-ROM's are in the process of being developed for these new projects.

For more questions regarding the purchase of Cooperative Extension Nebraska 4-H Curriculum, contact Dr. Patricia Fairchild, 4-H Curriculum Design Specialist [Phone: (402) 472-4067, E-Mail: pfairchild2@unl.edu] or Tracy Pracheil, Communications Associate, [Phone: (402) 472-9016, E-Mail: tpracheil2@unl.edu].